

# L\_classroom\_Perceptions\_of\_English\_among\_Indonesian\_Learners.pdf

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## Title

Demotivational Teaching Practices in EFL classroom: Perceptions  
of English among Indonesian Learners

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## Abstract

This study aims at identifying (1) the types of demotivating teaching practices in EFL classroom in Indonesia, and (2) the most frequently demotivating factors mentioned by the students. There were eighty four English learners as participants of this research. There were sixty two students from senior secondary school and twenty two students from junior secondary school in 2015/2016 academic year. The instrument of this research is questionnaire of 24 5-point Likert type questions about demotivation which contains four factors. Those factors are the demotivating English teachers, demotivating material, demotivating classroom management, and demotivating method. This study reveals that all four factors and their items become demotivating teaching practices in the classroom setting, and the top ten items that would cause students demotivation were: (1) The teacher does not encourage students to participate in the classroom activity, (2) The teacher is miserly in scoring, (3) The teacher does not stimulate students to communicate in English, (4) The teacher is not friendly, (5) The number of students in the classroom is too large, (6) The teacher tends to teach, without considering students' learning outcomes, (7) The teacher is unconscious and is not energetic, (8) Learning topic examples does not fit with students' interest, (9) The teacher cannot manage the class well, and (10) The teacher does not approach the students proportionally.

**Keywords:** *Demotivation, EFL, Perceptions, Indonesia*

## Introduction

There are some influential factors contributing to the achievement of learning outcomes. One of those factors is students' motivation. If students have high motivation, they will achieve the curriculum target or learning outcome. Motivation in the EFL classroom is formed by a wide variety of aspects, such as culture and religious values (Sahril, 2016). Motivation is also influenced by biological drive (Shell, 2010).

In Indonesia, English is taught at secondary schools to tertiary level as a mandatory subject, and currently some elementary schools place English as a local content and becomes compulsory subject. Even though, students have learned English for approximately ten years, they have low English proficiency. Bellen in Weda (2010) states that English proficiency of secondary school graduates was very low. Accordingly, Nur in Weda (2010) reports that the result of the teaching of English in Indonesia has long been considered unsatisfactory. Students' low English proficiency is influenced by many factors. One of those factors is students' demotivation. Students are not interested to be involved in the teaching – learning process. This is because, the teacher does not employ good characteristics in the classroom. Weda (2015) argues that the students strongly agree if the teacher explains the lesson objective clearly, gives clear explanation, motivates the students to be active in learning process or classroom discussion, be relaxed, and he or she is well prepared. Students become demotivated and lost their motivation to study because many influencing factors. Teacher, lecturer, and the educational policy maker who do not design interesting and motivational teaching practices in the classroom setting could be the main factor. The teacher is usually not well prepared, teaches in monotonous teaching method, cannot explain the material clearly, not moderate, boring, and does not have sense of humor. The teaching topic could also be monotonous and it does not arouse students' attention to take role in the teaching – learning process. The classroom management also contributes to the low learning outcome. This is because the classroom is too large and students do not concentrate to follow the lesson.

Nowadays, an increasing number of researches have been conducted on demotivation. Some of those studies are as follows:

Dörnyei, Zoltán & Ushioda, Ema (2011) stated that 'demotivated' learner is someone who was once motivated but has lost his or her commitment/interest for some reasons. Similar to 'demotivation,' Dörnyei, Zoltán & Ushioda, Ema (2011) also speak about 'demotives,' which are

the negative counterparts of ‘motives:’ a motive increases an action tendency whereas a demotive decreases it. They also argued that negative teacher behaviors were perceived as central to students ‘demotivation’ and this is fully consistent with the results obtained in the L2 field, as illustrated in Ushioda’s investigation (1998) as cited by Dörnyei, Zoltán & Ushioda, Ema (2011). Ushioda asked the participants to identify what they found to be demotivating in their L2-related learning experience. As Ushioda summarized, almost without exception, these demotivating relate to negative aspects of the institutionalized learning context, such as particular *teaching methods* and *learning tasks*.

Kikuchi, Keita & Sakai, Hideki (2009) reported that, by using factor analysis, five factors were extracted: (a) Course Books, (b) Inadequate School Facilities, (c) Test Scores, (d) Non-communicative Methods, and the Teachers’ Competence and Teaching Styles.

There are two main research questions in this research, they are as follows: (1) What are the types of demotivating teaching practices in EFL classroom in Indonesia?, and (2) Which demotivating factors are the most frequently mentioned by the students?

The intriguing issue makes this research unique or different from other previous studies that have investigated demotivating issue in learning and teaching context is the questionnaire designed by the author. The questionnaire covers all crucial aspects in the classroom setting, ranging from the teacher’s classroom management to his or her method employed in the classroom setting.

## **Literature Review**

### ***What is Demotivation?***

Dörnyei in Sakai, Hideki & Kikuchi, Keita (2009) defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”.

Dörnyei, Zoltán & Ushioda, Ema (2011) argued that demotivation concerns with various negative influences that cancel out existing motivation and they gave some hypothetical examples as follows:

- Jack became demotivated to learn Spanish after his language class was split into two groups, the more and the less able ones, and he found himself among the ‘slow’ students.

- Jill lost her commitment to French when she did not understand something and the teacher talked to her in a rather brusque and impatient manner.
- For Rupert the final straw was when he suffered an embarrassing experience of having to speak in front of the class.

Related concept to 'demotivation' is 'amotivation.' Deci and Rian as cited in Dörnyei, Zoltán & Ushioda, Ema (2011) argued that amotivation refers to relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity.

According to Vallerand's overview as cited in Dörnyei, Zoltán & Ushioda, Ema (2011), amotivation can have four sources and people are amotivated because:

- They think they lack of the ability to perform the behavior ('capacity-ability beliefs');
- They do not consider the strategies to be followed effective enough ('strategy-beliefs');
- They think the effort required to reach the outcomes is far too excessive ('capacity-effort beliefs');
- They have the general perception that their efforts are inconsequential considering the enormity of the task to be accomplish ('helplessness beliefs').

#### ***Demotivational research findings***

Christophel and Gorham in Dörnyei, Zoltán & Ushioda, Ema (2011) reported that approximately two-thirds of the reported sources of demotivation in their studies were 'teacher-owned,' that is, the lack of motivation that was attributed to what the teacher had done or had been responsible for. They also presented a rank order of the frequency of the various demotives mentioned by the students. The first five categories were as follows:

- (1) Dissatisfaction with grading and assignments.
- (2) The teacher being boring, bored, unorganized and unprepared.
- (3) The dislike of the subject area.
- (4) The inferior organization of the teaching material.
- (5) The teacher being unapproachable, self-centered, biased, condescending and insulting.

Sakai, Hideki & Kikuchi, Keita (2009) showed in their study that learning contents and materials as well as test scores were demotivating factors for many Japanese high school students, especially for less motivated learners. In other words, lessons that focused on grammar,

those that used textbooks including long or difficult passages, and obtained low test scores were all perceived as strongly demotivating for those learners.

Sugino & Toshiko (2010) revealed that the least motivating items are related to teaching material and discrepancy in student abilities through many responded that ‘No consistency in curriculum with clear goals’ would demotivate students. The results also showed that culturally specific and school specific factors may lead to demotivation as well.

Demotivating teaching practice also occurs in the teacher side. Sugino’s (2010) pilot study identified five factors that may demotivate the teachers: students’ attitudes, teaching material, teaching method, working conditions including facilities, and human relationships. Sugiono’s study results showed that students’ attitudes, such as sleeping in class and forgetting homework, were the most crucial factors for demotivating teachers. The results also showed that culturally specific factors such as a lack of student participation and students’ speaking to one another in Japanese are factors that cause frustration in native speaker teachers.

## Method

### *Participant*

To explore demotivating factors in the EFL classroom practices, the author conducted research on this topic at secondary school and university in Indonesia. There were eighty four English learners as participants of this research. Sixty two of the participants are senior secondary school students, *SMA Negeri 7 Makassar* Indonesia in 2015/2016 academic year, and twenty two students are from junior secondary school, *SMP Negeri 36 Makassar* in 2015/2016 academic year. This is revealed in table 1.

**Table 1. Participants’ Information**

School Level	Major	Grade/Semester	N	Gender
Senior Secondary School	Mathematics and Natural Sciences	2 <sup>nd</sup> Grade	62	24 males, 38 females
Junior Secondary School	-	3 <sup>rd</sup> Grade	22	10 males, 12 females



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### ***Instrument***

The instrument of this research is questionnaire of 24 5-point Likert type questions about demotivation (see the appendix). All Likert scales were scored from 5 (strongly agree), 4 (agree), 3 (Neither agree nor disagree), 2 (disagree), 1 (strongly disagree).

### ***Procedure and Analysis***

The questionnaire items were written in Indonesian. This means to give opportunity to students from secondary school to respond the questions easily. The data obtained from the questionnaire is then tabulated and analyzed using IBM Statistical Package for Social Sciences (SPSS) Statistics Version 20 to see descriptive statistics.

## **Results and Discussion**

### ***Demotivating factors in EFL Classroom for secondary school students***

Table 2 shows the descriptive statistics results for each item (item no. 1 – item no. 24). From the results, it is clearly identified that most of the means were higher than 3.00. This analysis based on the students' perception towards questionnaire items in the study. This study revealed that in the first factor related to students' perception on the demotivating English teachers, the items 'The teacher does not encourage students to participate in the classroom activity,' 'The teacher is miserly in scoring,' 'The teacher does not stimulate students to communicate in English,' 'The teacher is not friendly,' 'The teacher tends to teach, without considering students' learning outcomes,' and 'The teacher is unconscious and is not energetic,' demotivate the students the most. Table 2 reveals the mean differences of the students' perception on the demotivating teaching practices (DTP).

Table 3 shows the results of the questionnaire items related to students' perception on the demotivating materials. The mean differences of the students' perception are presented ranging from the highest to the lowest. The items are 'Learning topic examples do not fit with students' interest and environment,' 'Material is not varied,' 'The exam questions given are not suitable with the material explained,' and 'The teacher does not offer various materials which stimulate students' English skill.'

As revealed in Table 4, the results of the items related to students' perception on the demotivating classroom management showed that 'The number of students is too large,' 'The

teacher cannot manage the class well,' and 'The classroom rule is too strict, far from democratic practices' are demotivating teaching practices in EFL classroom dealing with the classroom management.

Therefore, table 5 presents the students' perception on the demotivating method. The mean differences of the students' perception dealing with the demotivating method in the classroom setting were employed by the teachers which demotivate students to learn English as a foreign language (EFL). Those questionnaire items ranging from the highest to the lowest are as follows: 'The teacher does not approach the students proportionally,' 'The teacher does not use learning aids, such as LCD, and other learning aids,' 'The teacher does not give opportunity to students to interact with their classmates,' 'The teacher explains material monotonously,' and 'The teacher focuses on the grammar.'

The overall results revealed that the top ten items that would cause students' demotivation were: (1) The teacher does not encourage students to participate in the classroom activity, (2) The teacher is miserly in scoring, (3) The teacher does not stimulate students to communicate in English, (4) The teacher is not friendly, (5) The number of students in the classroom is too large, (6) The teacher tends to teach, without considering students' learning outcomes, (7) The teacher is unconscious and is not energetic, (8) Learning topic examples do not fit with students' interest and environment, (9) The teacher cannot manage the class well, and (10) The teacher does not approach the students proportionally.

The chart 1 below illustrates the top ten items in the study which points out the demotivational teaching practices in the EFL classroom in Indonesia. The first rank was placed by DTP-2: The teacher does not encourage students to participate in the classroom activity, under the demotivating English teachers. The second rank was placed by DTP-8: The teacher is miserly in scoring, under the demotivating English teachers. The third rank was placed by DTP-9: The teacher does not stimulate students to communicate in English, under the demotivating English teachers. The forth rank was placed by DTP-10: Th teacher is not friendly, under the demotivating English teachers. The fifth rank was placed by DTP-19: The number of students in the classroom is too large, under the demotivating classroom management. The sixth rank was placed by DTP-7: The teacher tends to teach without considering students' learning outcomes, under the demotivating English teachers. The seventh rank was placed by DTP-11: The teacher is unconscious and is not energetic, under the demotivating English teachers. The eight rank was



placed by DTP-12: Learning topic examples do not fit with students' interest and environment, under the demotivating material. The ninth rank was placed by, and the tenth rank was placed by DTP-17: The teacher cannot manage the class well, under the demotivating classroom management, and the tenth rank was placed by DTP-22: The teacher does not approach the students proportionally, under the umbrella of demotivating method.

From this information, it is argued that lots of demotivating teaching practices in the classroom setting come from the teachers, followed by classroom management and teaching method.

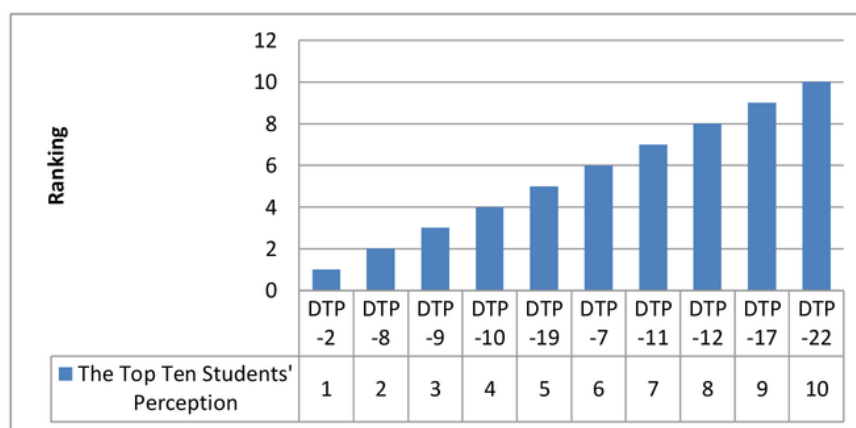


Chart 1. The top ten students' perception in the study

**Table 2. Students' perception on the demotivating English teachers (N= 84)**

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-1	The English teacher cannot explain material clearly.	3.1786	.90728	1.2	20.2	47.6	21.4	9.5
DTP-2	The teacher does not encourage students to participate in the	3.7262	.96131	4.8	6.0	16.7	57.1	15.5

	classroom activity.							
DTP-3	The teacher is not creative to present the material.	3.0476	.84888	2.4	20.2	53.6	17.9	6.0
DTP-4	The teacher does not give feedback to students' assignments.	3.1905	1.09188	4.8	20.2	42.9	15.5	16.7
DTP-5	The teacher only gives opportunity to certain students to ask, answer, and comment.	3.1905	.91146	2.4	17.9	46.4	25.0	8.3
DTP-6	The teacher is not fair to evaluate the students' task.	3.2857	1.04791	2.4	20.2	40.5	20.2	16.7
DTP-7	The teacher tends to teach without considering students' learning outcomes.	3.3810	1.00486	3.6	14.3	35.7	33.3	13.1
DTP-8	The teacher is miserly in scoring.	3.5476	1.06878	4.8	8.3	35.7	29.8	21.4
DTP-9	The teacher does not stimulate students to communicate in English.	3.5238	1.16656	9.5	2.4	38.1	26.2	23.8
DTP-10	The teacher is not friendly.	3.4405	1.17557	7.1	11.9	33.3	25.0	22.6
DTP-11	The teacher is unconscious and is not energetic.	3.3810	.99280	6.0	13.1	41.7	26.2	13.1

**Table 3. Students' perception on the demotivating material (N= 84)**

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP- 12	Learning topic examples does not fit with students' interest and environment.	3.3810	.99280	0	20.2	38.1	25.0	16.7
DTP- 13	The teacher does not offer various materials which stimulate students' English skill.	3.0833	1.03211	7.1	19.0	40.5	25.0	8.3
DTP- 14	The exam questions given are not suitable with the material explained.	3.1429	1.05446	6.0	16.7	48.8	14.3	14.3
DTP- 15	Material is not varied	3.2976	1.19012	8.3	14.3	36.9	20.2	20.2

**Table 4. Students' perception on the demotivating classroom management (N= 84)**

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-16	The teacher tends to dominate the classroom.	3.1429	.92023	7.1	7.1	57.1	21.4	7.1
DTP-17	The teacher cannot manage the class well.	3.3810	1.21144	8.3	16.7	22.6	33.3	19.0
DTP-18	The classroom rule is too strict, far from democratic practices.	3.3333	1.06797	4.8	15.5	36.9	27.4	15.5
DTP-19	The number of students in the classroom is too large.	3.4167	1.24386	8.3	15.5	26.2	26.2	23.8

**Table 5. Students' perception on the demotivating method (N= 84)**

Code	Demotivational Teaching Practices	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
DTP-20	The teacher focuses on the grammar.	3.2024	.99128	2.4	22.6	38.1	26.2	10.7
DTP-21	The teacher does not give opportunity to students to interact with their friends.	3.2619	.90672	2.4	14.3	47.6	26.2	9.5
DTP-22	The teacher does not approach the students proportionally.	3.3810	.98059	3.6	14.3	33.3	38.1	10.7
DTP-23	The teacher does not use learning aids, such as LCD, and other learning aids.	3.3095	1.05255	8.3	10.7	31.0	41.7	8.3
DTP-24	The teacher explains material monotonously.	3.2619	1.15246	9.5	13.1	33.3	29.8	14.3

### Discussion of findings

As stated in the results of the study, there were top ten items that would cause students' demotivation from four different factors. The first factor dealt with students' perception on the demotivating English teachers, item 'The teacher does not encourage students to participate in the classroom activity' places the highest rank with mean score 3.7262. This means that the teacher as a facilitator in the classroom setting needs to encourage students to participate in a wide variety of classroom activities.

The second rank placed by item 'The teacher is miserly in scoring' with mean score 3.5476. This means that the teacher should avoid unfairness in giving score to his or her students. The third rank was item 'The teacher does not stimulate students to communicate in English' with mean score 3.5238. This illustrates that the teacher fails to arouse students to express their

ideas in English. In order to overcome this problem, teacher is expected to be hard working to create good atmosphere and encourage his or her students to communicate well in English. Item 'The teacher is not friendly' with 3.4405 shows that the teacher is unfriendly in the classroom and he or she should be friendly to maintain good interaction with his or her students. Item 'The teacher tends to teach without considering students' learning outcomes' and 'The teacher is unconscious and is not energetic' respectively with mean score 3.3810. This means that learning and teaching success depends on the learning outcomes, therefore the teacher should consider the learning outcomes and the teacher hopefully be energetic or enthusiastic.

The second factor, students' perception on the demotivating material, item 'Learning topic examples does not fit with students' interest and environment' with mean score 3.3810. This reveals that the topics should be interesting and talks about students' interest and environment. The third factor, students' perception on the demotivating classroom management, item 'The teacher cannot manage the class well' with mean score 3.3810. This means that the teacher should manage the class well. This is because the teacher is a manager in the classroom, so that he or she should be a good manager. The fourth factor, students' perception on the demotivating method, item 'The teacher does not approach the students proportionally' with mean score 3.3810. This means that the teacher should approach students without seeing their different social background.

## **Conclusion**

From four factors of demotivating teaching practices in EFL classroom, namely demotivating English teachers, demotivating materials, demotivating classroom management, and demotivating methods employed by the teachers, the study reveals that all four factors and their items become demotivating teaching practices in the classroom setting, and the top ten items that would cause students demotivation were: (1) The teacher does not encourage students to participate in the classroom activity, (2) The teacher is miserly in scoring, (3) The teacher does not stimulate students to communicate in English, (4) The teacher is not friendly, (5) The number of students in the classroom is too large, (6) The teacher tends to teach, without considering students' learning outcomes, (7) The teacher is unconscious and is not energetic, (8) Learning topic examples does not fit with students' interest and environment, (9) The teacher cannot manage the class well, and (10) The teacher does not approach the students proportionally.



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